

Bouquet left Carlisle in command of a British army force of 400 men to relieve Fort Pitt, 200 miles to the west. On August 5 near a small stream known as Bushy Run, Bouquet's forces were attacked by Indians who were part of Pontiac's forces.

If you go to the Bushy Run Battlefield State Park today, as I have done, you will see open fields—perfect terrain for the mass formation warfare that Europeans knew how to fight. But on August 5 and 6, 1763, the area around Bushy Run was old growth forest offering limited fields of fire. This was a physical environment that the Indians knew and understood, and they took advantage of it. They forced Colonel Bouquet's forces back into a defensive position on a hilltop. The Indians attacked this position repeatedly, but never waited for a counter attack. They simply faded into the forest, as was their style, suffering few casualties. By the end of the first day of battle, however, sixty of Bouquet's troops had been killed or wounded. As fighting continued on the second day, British losses were mounting and the situation was becoming desperate. At this point, Bouquet saved his forces with a brilliant maneuver, borrowed from Hannibal at the Battle of Cannae. First, he feigned a retreat. As the Indians, sensing victory, left their cover and charged in, they came under devastating fire on their flanks and rear from Bouquet's redeployed forces. Bouquet's strategy had caused the Indians to abandon their asymmetric tactics, and leave the cover of the forest. They were quickly routed and fled the battlefield.

One other interesting point regarding Bushy Run: The official history says that Bouquet's forces were engaged and surrounded by Indian forces at least equal in size to his own. However, when I toured the battlefield, Indian re-enactors, who have studied the battle extensively from the Indian point of view, maintained that the Indians numbered no more than ninety, and that the tactics they used in the forest made their numbers seem larger. Recall that my TRADOC briefing mentioned as an element of asymmetric warfare that adversaries would attempt to confuse U.S. forces so that the size of their forces would be impossible to discern.

Example number two. Just south of here is the site of the largest battle of the War Between the States. At Gettysburg, two large armies faced off in what was, by the standards of the time, conventional, or symmetrical, warfare.

But in Western Missouri, where I grew up and still live, the War Between the States was far different. In that border state, where loyalties were divided, large battles fought by conventional forces were the exception, not the rule. Most engagements were fought between small units, usually mounted. The fighting was brutal, vicious, and the civilian population was not spared from attack.

In this theater, Union forces suffered from some distinct disadvantages:

Many of the Union units were infantry, which were useless in a conflict where most engagements were lightning cavalry raids.

Union cavalry units were equipped with the standard issue single shot carbines and sabers. As I will later explain, this armament was ineffective against their adversaries.

Because Union leaders considered Missouri a backwater, Union troops got the leftovers—the Army's worst horses, officers deficient in leadership skills, and poor training.

Not surprisingly, these Union Army units suffered from poor morale and lacked unit cohesion.

In contrast, guerrilla units fighting on behalf of the Confederacy did not have leaders trained at West Point or field manuals to

teach them tactics. But they did have strengths that they were able to take advantage of:

Their troops did not need training. They were tough, young farm boys, already skilled in riding and shooting.

Their basic weapon was the best revolver in the world—the six-shot Colt .44 Navy. Most guerrillas carried four Colts, some as many as eight. Through trial and error, they discovered that they could shoot more accurately with a smaller charge, without sacrificing lethality. Moreover, this saved powder, a precious resource to the guerrillas. Thus armed, no guerrilla was ever killed by a Union cavalry saber.

Western Missouri was then noted for its fine horses, and the guerrillas got the pick of the lot in terms of speed and endurance.

They did not adhere to traditional ways of fighting. They preferred ambush and deception, often dressing in Union uniforms in order to get within point-blank range.

They had been raised in the area and knew the terrain, and how to travel on paths through the woods to conceal their movements. The Union troops traveled mostly on the main roads.

They received assistance from the local population—horses, clothing, food, intelligence, shelter, medical care. When the Union army tried to punish the locals for giving this assistance, these repressive measures only made the locals more supportive of the guerrillas.

Well, by now this should sound familiar. One does not usually find the term "asymmetric warfare" used in connection with Missouri in the 1860's, but you can see many elements in common with those mentioned in my TRADOC briefing on the Battlefield of the Future.

#### THE STUDY OF MILITARY HISTORY

No doubt during your time here at the Army War College you have had the opportunity to read and study a great deal of military history. Let me urge you to make that a lifetime commitment.

In 1935, the newly-elected U.S. Senator from Missouri visited a school then known as Northeast Missouri State Teachers College. While there he was introduced to a young man who was an outstanding student and the president of the student body. The Senator told the student, "Young man, if you want to be a good American, you should know your history." That young student, the late Fred Schwengel, went on to become a Member of Congress from Iowa, and later, President of the U.S. Capitol Historical Society. And, as you may have guessed by now, that newly-elected Senator went on to become President of the United States. The school is now named for him—Truman State University.

I can't say it any better than Harry S. Truman. The main praise for building an increasingly flexible and effective force must go mainly to the generation of military officers that rebuilt U.S. military capabilities after the Vietnam War. This generation has now almost entirely reached retirement age. The task of the next generation of military leaders is to learn as well as its predecessors. You are bridge between those generations. You have served under the Vietnam generation. You will lead, train, and mentor, the generation to follow. If you do your job well, some future leader in some future conflict will be able, like Colonel Bouquet at Bushy Run, like General Schwarzkopf in Desert Storm, to call on a lesson from military history to shape the answer to a contemporary problem.

#### GRATITUDE

The Roman orator Cicero once said that gratitude is the greatest of virtues. Those of you who serve in uniform, your families, and

our veterans who have served in uniform and their families, deserve the gratitude of our nation. I know sometimes you feel unappreciated. Yes, there are days set aside to officially honor our service members and our veterans:

Veterans Day is set aside to honor those who have served in our nation's wars. But is only one day.

On Memorial Day we pay our respects to those who have given that "last full measure of devotion". Again, one day.

Armed Forces Day is dedicated to those currently serving in uniform. One day. And, because it is not a national holiday, most people don't know the date of Armed Forces Day.

I want you to know that many Americans do appreciate you every day. They don't need a holiday to do it. So, let me express gratitude to you personally, and on behalf of the American people, for all that you do, and all that you have done. And, let me ask you as senior leaders to do your part to show gratitude. Let me tell you why: The difference between keeping someone in uniform and losing them might just be an encouraging word at the right time. So, when you go out to your next assignments, and that junior officer or that young NCO puts in those extra hours, or does something that makes you look good, take the time to express your gratitude. Let them know how much they are appreciated.

Thank you and God bless you.

#### A TRIBUTE TO TOP STUDENT HISTORIANS FROM BISHOP, CALIFORNIA

#### HON. JERRY LEWIS

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

Tuesday, June 12, 2001

Mr. LEWIS of California. Mr. Speaker, I would like to bring to your attention the outstanding accomplishments three student historians who are protégées of retired teacher Irene Sorensen of Bishop, California. Working with Mrs. Sorensen on independent study assignments, eighth graders Lauren Pollini and Kristen Kamei, and 10th grader Patrick Koske-McBride won a place on the California team at the National History Day competition at the University of Maryland this week. The competition involved students from across the United States who submitted projects on this year's theme: "Frontiers in History: People, Places, Ideas."

Lauren and Kristen qualified for the national competition by first winning California State History Day competitions at the county and state levels. Their exhibit, entitled "An Education Frontier: Assimilation Through Education: An Owens Valley Paiute Experience," won the state junior group exhibit category. This is Lauren's second trip to the National History Day competition—she was a finalist last year in the Junior Historical Paper competition.

This is also Patrick's second trip to National History Day. The Bishop Union High School student qualified for the national competition this year with a historical paper titled "Genetics Genesis: How the Double Helix Transformed the World." He also wrote his project independently of his regular classroom work.

The outstanding accomplishments of Lauren, Kristen and Patrick were undoubtedly guided by the leadership of her teacher, Mrs.